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ABSTRACT

This 2001-02 report from Santa Fe Community College (SFCC), Florida, rates student perceptions and opinions of SFCC's classrooms, courses, instructors, academic resources, student services, overall college atmosphere, and cultural atmosphere. Results of the research include the following: (1) of the 2,499 students who responded, 2,229 (89.2%) rated the overall classroom environment as good to very good, while only 0.4% rated it poor or less; (2) 2,007 (80.1%) rated the content of courses as good to very good. 81.0% of the 2,039 respondents to instructor quality rated it as good to very good; (3) 995 (75.6%) of the 1,274 students who responded to assessment center services rated them as good to very good, while 3.5% rated them as poor or less; (4) 68.9% of students responding to intellectual atmosphere rated it good to very good, while 5.3% felt it was poor or less; (5) financial aid, an area in which students tend to more critical, received an overall approval rating of 66.2% (1,242 of the 1,877 responding students); and (6) of the 1,675 students evaluating college orientation, 70.5% rated it as good to very good, while 26.3% felt the orientation process was average. (NB)

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Graduate Assessment Survey Report Summary 2001-2002

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SURVEY RESULTS WITH CHANGE FROM PREVIOUS YEAR

The following chart presents the condensed results of the *2001-2002 Graduate Assessment Survey*. The results are grouped on a descending scale according to the highest level of satisfaction as expressed by the survey participants for each of the 69 items. A positive response is the combined "good" and "very good" response rates. A negative response is the combined "poor" and "very poor" response rates. The percentages of change from the previous year is included for those items that were listed on the 2000-2001 report.

		Positive		***Average***		***Negative***	
		Good/ Very Good Combined	*% Change from Prev Year*	Average	*% Change from Prev Year*	Poor/ Very Poor Combined	*% Change from Prev Year*
1	Class Size	91.4%	-0.6%	7.8%	0.2%	0.9%	0.4%
2	Overall Classroom Environment	89.2%	0.6%	10.4%	-0.7%	0.4%	0.1%
3	Course Schedule Printed	88.0%	1.2%	10.3%	-1.0%	1.6%	-0.2%
4	Course Schedule On-line	86.6%	4.4%	10.2%	-4.1%	3.2%	-0.3%
5	College Catalog Printed	85.5%	0.7%	13.1%	-1.1%	1.3%	0.3%
6	Computer Labs	85.1%	0.6%	13.2%	-0.5%	1.7%	0.0%
7	Instructor Help	83.0%	0.8%	15.7%	-0.3%	1.3%	-0.5%
8	Class Labs	82.2%	2.9%	16.0%	-2.4%	1.7%	-0.6%
9	Veterans Service*	82.1%	NA	16.9%	NA	1.0%	NA
10	Little School/Child Care*	82.1%	NA	16.1%	NA	1.9%	NA
11	College Catalog On-line	81.9%	2.4%	15.5%	-1.6%	2.7%	-0.7%
12	Instructor Quality	81.0%	1.7%	17.0%	-1.5%	2.0%	-0.2%
13	Records	80.9%	-1.9%	17.4%	2.2%	1.7%	-0.3%
14	Registration	80.8%	3.1%	16.6%	-0.7%	2.5%	-2.5%
15	General Library Services	80.6%	2.4%	17.7%	-1.8%	1.6%	-0.8%
16	Admissions	80.1%	-0.4%	17.7%	0.7%	2.2%	-0.3%
17	Content Courses	80.1%	0.5%	19.1%	-0.2%	0.8%	-0.3%
18	Spring/Fall Arts Festivals	80.1%	0.4%	18.0%	-0.3%	1.9%	-0.1%
19	Telephone Registration	79.9%	0.7%	15.9%	0.7%	4.1%	-1.6%
20	Grading	79.8%	2.6%	18.9%	-2.3%	1.3%	-0.3%
21	Availability of Instructors	79.4%	1.9%	17.8%	-2.3%	2.8%	0.4%
22	Library-Access Print Resources	78.6%	3.4%	18.6%	-3.4%	2.8%	0.0%
23	Disabilities Resources Center	78.5%	0.7%	19.6%	-1.1%	2.0%	0.5%
24	Performing Arts	78.2%	0.1%	19.1%	-0.3%	2.6%	0.1%
25	Testing	78.2%	0.2%	20.9%	-0.1%	1.0%	0.0%
26	Racial Harmony	77.9%	-1.4%	19.7%	1.1%	2.3%	0.2%
27	Tutoring Support*	77.0%	NA	19.6%	NA	3.4%	NA
28	Petitions Committee	76.4%	4.4%	18.4%	-2.4%	5.2%	-2.1%
29	CLAST Lab	76.4%	-1.6%	20.6%	0.6%	2.9%	0.9%
30	Career Exploration	75.9%	4.1%	19.7%	-5.0%	4.3%	0.8%
31	Math Lab	75.8%	-0.4%	19.6%	0.1%	4.5%	0.2%
32	Writing Lab	75.6%	-3.0%	21.3%	1.3%	3.1%	1.6%
33	Assessment Center Services	74.9%	-1.9%	21.6%	0.1%	3.5%	1.8%
34	Art Gallery	74.7%	1.0%	21.9%	-1.0%	3.4%	0.0%
35	Billing/Fee Payments	74.7%	3.2%	21.6%	-2.7%	3.6%	-0.6%
36	Administration of CLAST	74.7%	-1.9%	21.9%	1.2%	3.4%	0.7%
37	Work Exploration	74.3%	1.3%	21.4%	-1.3%	4.3%	0.0%
38	Cultural Activities in General	74.3%	0.9%	22.5%	-0.5%	3.2%	-0.3%

		Positive		Average		Negative	
		Good/ Very Good Combined	% Change from Prev Year	Average	% Change from Prev Year	Poor/ Very Poor Combined	% Change from Prev Year
39	Attitude of Staff to Students	74.1%	1.5%	22.3%	-1.4%	3.5%	-0.2%
40	Instructor Concern for Individual	73.8%	2.0%	22.6%	-2.1%	3.5%	0.0%
41	Library-Access Non-Print Resources	72.5%	2.5%	23.5%	-2.5%	4.1%	0.0%
42	Clubs-Academic	72.4%	5.4%	22.6%	-6.1%	5.0%	0.8%
43	Difficulty Courses	72.2%	2.0%	26.2%	-2.1%	1.6%	0.1%
44	Library Orientation	72.2%	1.0%	23.1%	-1.4%	4.8%	0.6%
45	Clubs-Interest	71.7%	6.2%	22.6%	-4.1%	5.8%	-1.9%
46	Overall Concern for Individual	71.4%	1.1%	24.8%	-0.8%	3.8%	-0.3%
47	College Prep Classes*	71.4%	NA	24.8%	NA	3.9%	NA
48	Bookstore	71.2%	3.1%	24.2%	-1.5%	4.7%	-1.5%
49	Job Placement	70.7%	4.1%	22.5%	-3.3%	6.8%	-0.8%
50	College Orientation*	70.5%	NA	26.3%	NA	3.3%	NA
51	Athletic Programs (Teams)	70.4%	2.8%	24.0%	-0.7%	5.6%	-2.1%
52	Intramurals	69.9%	4.0%	22.2%	-2.3%	7.9%	-1.8%
53	Multi-Cultural/Ethnic Diversity Activities*	69.8%	NA	24.8%	NA	5.4%	NA
54	Personal Counseling	69.3%	5.4%	21.9%	-3.8%	8.9%	-1.5%
55	Intellectual Atmosphere	68.9%	0.8%	25.9%	-1.8%	5.3%	1.0%
56	Info about Courses/Programs	68.7%	2.4%	26.2%	-3.2%	5.1%	0.8%
57	Police Assistance	68.5%	2.2%	23.4%	-1.6%	8.0%	-0.6%
58	Books and Instructional Materials	67.9%	1.9%	28.3%	-1.7%	3.7%	-0.2%
59	Student Activities in General	66.5%	1.5%	27.4%	-2.0%	6.1%	0.5%
60	Student Government	66.2%	2.1%	27.3%	-2.5%	6.5%	0.4%
61	Financial Aid	66.2%	0.4%	22.5%	-2.2%	11.3%	1.8%
62	College Prep Advising*	65.7%	NA	25.7%	NA	8.7%	NA
63	Academic Advisement	65.6%	3.5%	22.8%	-0.7%	11.6%	-2.8%
64	Career Planning	65.0%	1.3%	26.7%	0.6%	8.3%	-2.1%
65	Cafeteria	65.0%	4.0%	27.6%	-4.6%	7.5%	0.7%
66	Overall Campus Security	62.3%	2.9%	32.3%	-2.0%	5.5%	-0.8%
67	Voice College Policy	57.7%	-0.4%	33.2%	1.1%	9.0%	-0.9%
68	Campus Lighting	56.0%	2.8%	30.9%	-1.8%	13.1%	-1.0%
69	Campus Parking	26.2%	-2.9%	23.6%	-4.8%	50.2%	7.6%

* New item on 2001-2002 survey. No data for comparison from the previous year.

Source: Office of Institutional Research and Planning, October 2002

Graduate Assessment Survey Report

Survey Intent

Annually, the Office of Institutional Research and Planning (IRP) conducts and publishes the ***Graduate Assessment Survey Report.*** The purpose of the study is to measure graduates' and certificate program completers' satisfaction with the educational experiences and services they received while attending Santa Fe Community College (SFCC). The data collected through the survey provides college administrators and program managers with longitudinal trends of student satisfaction which will assist them in improving the college's academic programs and services. Additionally, the data are utilized in the college and unit level planning processes to measure the degree to which our educational programs and services are meeting their goals and objectives. The ultimate objective of the study is to improve students' success.

Survey Procedures

The survey instrument (Appendix A, Graduate Evaluation Form, 2001-2002) requests students to assess their educational experiences at the college, to rate the quality of various services offered to support those academic functions, and to evaluate the overall preparation they received while attending SFCC.

The targeted population of the study consists of all candidates for graduation from an Associate of Arts (A.A.) transferrable degree program, an Associate of Science (A.S.) or Associate of Applied Sciences (A.A.S.) degree program, as well as students completing a Technical Certificate or a Certificate of Training program during the 2001-2002 reporting year (summer/fall 2001 and spring 2002). Associate degree seeking students are offered the opportunity to voluntarily participate in the survey upon application for graduation. Students completing a certificate program are offered the option of completing the survey in the classroom at the conclusion of their studies. A total of 2,532 students participated in this year's study.

Survey Summary Explanation

The following summary presents the major highlights of the 2001-2002 study. The results are grouped and presented by students' responses to the 33 items offered for evaluation under "Educational Experiences" followed by ratings of the 36 items listed under the "Quality of Services" they received at SFCC. The summary concludes with students' opinions of the preparation and satisfaction with the college in general. Numbers and percentages are based on the actual number of students rating each item under "Educational Experiences" and the number of students who indicated they had used the service in the items listed under "Quality of Services." The summary is followed by a five-year graphical trends analysis of the survey results.

The summaries of results for individual programs were forwarded to program managers. Copies of the summaries are available in the Office of Institutional Research and Planning.

Results: Educational Experiences at Santa Fe Community College

Providing a quality learning experience for students requires a combination of competent instruction, academic support, and an active intellectual and cultural atmosphere. Annually measuring students' opinions and perceptions of their experiences provides feedback which assures the college maintains its commitment to provide an optimal educational experience for our students. The level of student satisfaction expressed in this year's ***2001-2002 Graduate Assessment Survey Report*** reveals that SFCC continues to provide students with a nurturing physical, intellectual and cultural atmosphere which promotes success.

THE CLASSROOM

A review of students' ratings of their overall classroom experiences at SFCC indicates that the college continues to provide a positive climate in the classroom. Of the 2,499 students responding, 2,229 (89.2%) rated the "Overall Classroom Environment" at SFCC as good to very good, the second highest positive response rate in the survey. While 259 (10.4%) indicated the climate in the classroom was average, only 0.4% felt it was poor or less.

Supporting their overall favorable opinion of their classroom experiences, students continue to show a high level of satisfaction with number of students in their classes. Indicative of support for the college's longstanding tradition of small classes, students awarded the highest positive response to "Classroom Size." Of the 2,522 students responding to this item, a total of 2,304 (92.4%) said their "Classroom Size" was good to very good. Only 22 students, slightly less that one percent of the respondents expressed dissatisfaction with the number of students enrolled in their classes.

Ratings for the various labs which provide support to the classroom instruction also reveals a significant measure of approval among the survey respondents. In assessing the "Class Labs," 1,988 (82.2%) said their experiences were good to very good, the eighth highest positive rating in the survey. A total of 307 (16.0%) felt their class lab experiences were average. Evaluating their "Computer Lab" experiences, 1,978 (85.1%) of the respondents found the services to be good to very good, the sixth highest good to very good rating among the items included in the survey.

THE COURSES

As with their classroom experiences, students expressed an overall satisfaction with "The Courses" they attended at SFCC. When asked to rate the "Content of Courses," 2,007 (80.1%) of the respondents indicated that their experiences were good to very good. While 19.1% gave an average rating, less than 1.0% felt their experiences were poor or less.

Evaluating the overall difficulty of their course work, 1,800 (72.2%) students indicated that the "Difficulty of Courses" was good to very good, while 26.2% of the 2,494 respondents indicated that the level of difficulty was average. Slightly more than 1.0% responded with a poor or less rating. When rating the "Books and Instructional Materials" used in their courses, two-thirds (67.9%) of the students responded good to very good, while 28.3% rated the supporting study materials as average.

"Testing" and "Grading," two of students' major areas of criticism, have continued to received high ratings. Ratings for "Testing" reveals a 78.2% good to very good response. While 1.0% indicated poor or less, 21.9% said the testing procedures were average. Students awarded an equally high ranking to the "Grading" process. Of the 2,518 responses,

2,010 (79.8%) indicated that the evaluation process was good to very good, while (18.9%) gave an average response. As with their opinion of "Testing," 1% responded with a poor or less opinion.

INSTRUCTORS

The many programs and support services offered by the college are focused on providing quality learning opportunities that ensure the highest levels of academic performance by the students we serve. The strongest indicators of success of our efforts are revealed in students' opinions and perceptions of the faculty.

Former students' opinions of "Instructor Quality" reveal a persistently high level of student satisfaction. As evident is the response rate, eight out of ten students, or 81.0% of the 2,039 respondents, felt the quality of the instruction they experienced at SFCC was good to very good, while 18.5% said it was average. Reenforcing this high level of satisfaction, 2,088 students (83.0%) thought the "Instructor Help" they received was good to very good. The average response rate for teacher assistance was 15.7%.

The college's reputation for having instructors that are readily available to students and concerned for each individual are major influences on students in selecting SFCC as their college of choice. This is reflected in students' continual high ratings of accessibility to instructors. Of the 2,511 respondents, 79.4% (1,994) indicated that the "Availability of Instructors" was good to very good, while 17.8% (446) ranked accessibility as average. Reflecting on the college's founding philosophy of concern for the individual, 73.8% (1,834) of the students rated the instructors' "Concern for the Individual" as good to very good. While 22.6% (654) indicated the attention they received was average, 3.5% felt the interest expressed by instructors was poor or less.

ACADEMIC RESOURCES

To promote and support scholastic achievement, the college's Academic Resources Center provides learning labs and individualized academic support for students. In evaluating the overall services offered by the center, 897 (74.9%) of the respondents felt the "Assessment Center Services" were good to very good. While 21.6% felt the services were average, 3.5% responded with a poor or less rating.

Students' opinions of both the writing and math labs indicate that they are satisfied with the assistance and service they received. Of the 1,274 students responding, 995 (75.6%) said their experience in the "Writing Lab" was good to very good, while 269 (21.3%) felt the service was average. Approximately three percent indicated the quality of service was poor or less. Students expressed an equal level of satisfaction with the "Math Labs." Of the 1,526 respondents, 1,157 (75.8%) responded with a good to very good rating. While 299 (19.6%) indicated average, 70 (4.5%) said the service was poor or less.

Degree seeking students whose college entry level placement scores are below the minimum state and institutional college-level placement scores are required to enroll in the appropriate college preparatory courses prior to enrolling in college-level courses. When evaluating the advisement received in this area, 961 (65.7%) of the students expressed a positive attitude rating "College Prep Advising" as good to very good, while 376 (25.7%) said the service was average. Students also expressed satisfaction with the "College Prep Classes." Of the 1,304 respondents, 931 (71.4%) felt the classes were good to very good, while 24.8% responded with an average rating.

The CLAST Lab is an additional service offered to assist students with individual academic support. The CLAST Lab provides pre-testing services to prepare students to take the CLAST for the first time and for those students requiring remediation after failing to complete a subset of the test. When rating the

"CLAST Lab," 790 (76.4%) of the 1,033 students responding said their experiences were good to very good, while 213 (20.6%) indicated that the lab services were average. Rating the "Administration of CLAST," 734 (74.7%) of the 983 responding said their experiences with taking the test were good to very good, while 21.9% indicated that the testing procedures were average.

As a major support function for students, faculty and staff, SFCC's library provides informational and academic assistance in the form of print and non-print materials. Survey results indicate that students were satisfied with the assistance they experienced as 1,710 (80.6%) of the 2,121 respondents rated the "General Library Service" as good to very good, while 376 (17.7%) said the service they received was average. Evaluating "Access to Print Resources," a total of 1,649 (78.6%) of the 2,098 respondents felt that access to printed matter was good to very good, while 18.6% (390) responded with an average rating. When asked to rate "Access to Non-Print Resources," 1,619 (72.5%) of the 1,821 students responding said the access was good to very good, while 23.5% responded with an average rating. Students also indicated a general high level of satisfaction with "Library/Orientation and Instruction." A total of 1,398 (72.2%) rated these services as good to very good, while (23.1%) felt the services were average.

OVERALL COLLEGE ATMOSPHERE

Providing a campus environment which promotes diversity, inclusion, and encouragement of the study and understanding of divergent philosophies is basic to the overall learning experience. Based on the good to very good rating of 1,658 (68.9%) of the 2,408 students responding, the college continues to foster an engaging "Intellectual Atmosphere" on the campus. While 624 (25.9%) of the former students rated the atmosphere they experienced as average, 126 (5.3%) felt it was poor or less.

Fundamental to all intellectual pursuits is an environment which exposes students to various cultures and others of diverse ethnic origins. According to the survey respondents, 77.9%, or 1,820 of the 2,336 respondents felt that "Racial Harmony" on SFCC's campuses is good to very good. While 461 (19.7%) felt the race relations were average, a total of 55 (2.3%) said it was poor or less.

Encouraging student participation on a commuter campus is a difficult task, especially for a college which draws it students from a large geographical area. Through student government and various clubs and activities which it charters, SFCC encourages students to become involved in the formulation of policies and procedures that govern the institution. When rating their "Voice in College Policies," 1,102 (57.7%) of students responded with a good to very good rating, the third highest negative rating in the survey. While one-third (33.2%) felt the college's efforts to consider their opinions in the formation of policy was average, 9.0% felt their influence was poor or less.

The attitude of the college staff toward the students they serve and the expression of concern conveyed for the individual are strong factors in creating a positive overall college atmosphere. Students' satisfaction with the attitude of the staff toward the individual continues to reflect SFCC's commitment to personalized attention. While 74.1% of the 2,446 respondents rated the "Attitude of the Staff Toward Students" as good to very good, 22.3% responded with an average rating. Students' ratings of the "Concern for the Individual" reveal equally strong ratings with a 71.4% good to very good response rate. While 24.8% felt the concern they experienced was average, 3.8% felt it was poor or less.

CULTURAL ATMOSPHERE

To ensure that students receive a comprehensive educational experience, the college offers multiple programs and events designed to culturally enrich and support both these experiences at SFCC and their everyday lives as members of our community. Ratings of the various "Cultural Activities in General" indicate that students continue to be pleased with the college's efforts to provide these services. Of the 1,482 students responding, 1,101 (74.3%) rated the cultural activities as good to very good, while 22.5% said their experiences were average.

Commenting on the quality of the "Performing Arts" at SFCC, 1,153 (78.2%) felt the performances they experienced were good to very good. While 2.6% or 39 students indicated they were poor or less, 281 (19.1%) of respondents said the events were average. Of the 1,478 students indicating they had attended an exhibition at the college "Art Gallery," 1,104 (74.7%) felt their experiences were good to very good. A total of 323 (21.9%) felt the gallery exhibitions were average.

Two of the more popular cultural events at the college are the Starke Festival of the Arts, held in the fall, and the SFCC Spring Arts Festival staged annually in Gainesville. Both events, sponsored by the Santa Fe Endowment Corporation and various businesses and governmental agencies, expose students and the community to diverse cultural and creative activities. Based on the survey results, the festivals continue to be well received by students. Of the 1438 students responding, 1,152 (80.1%) rated the festivals as good to very good. While a total of 259 (18.0%) of the respondents felt the events were average, less that 2.0% rated the festivals as poor or less.

Results: Ratings of the Quality of Services Offered at SFCC

The results of the 2001-2002 survey indicate that the college continues to offer and maintain quality support services which have become synonymous with the programs offered at Santa Fe. From financial aid and business affairs to academic counseling and personal safety, the college provides numerous support functions designed to assist students in achieving their educational goals while attending SFCC.

STUDENT SERVICES

Generally, when selecting a college of choice, the first encounter the individual experiences is through the printed or the on-line "College Catalog." This first impression the student receives of the college is crucial in that it sets the tone by which they approach and view the services they receive in the future. On the survey students were given the opportunity to rate their level of satisfaction with the traditional printed catalog and with the electronic on-line version. Both formats received high levels of satisfaction with "College Catalog Printed," at 85.5%, ranking fifth among the top ten areas of positive responses. "College Catalog On-line" ranked number 11 with an 81.9% good to very good response.

As with the catalog, students again showed a slight preference for the traditional printed document when ranking the course schedule used to register for classes. The "Course Schedule Printed" again received the third highest rating in the survey of 88.0% by 2,092 of the 2,378 students responding. A total of 1,754 (86.6%) of 2.025 students awarded an equal good to very good rating to the "Course Schedule On-Line," the fourth highest rated item on the survey. While the printed schedule received an 10.3% average and a 1.6% poor or less, the on-line schedule was rated 10.2% and 3.2% respectively.

The students' initial personal contact with the college generally occurs in the Admissions or Records Office. According to students' opinions of both offices, the college continues to meet their expectations and delivers a high level of satisfactory service. This is evident in the almost identical response rates. Approximately eight of every ten students rated "Admissions" and "Records" as good to very good. While the average ratings were slightly less than 18.0%, these crucial, high traffic areas recorded negative responses of roughly two percentage points.

In rating the registration process, one of the main areas of complaints at most educational institutions, student responses again reveal almost identical levels of satisfaction. A review of the response rates indicate that 1,404 (79.9%) of the students rated their "Telephone Registration" experiences as good to very good, while 1,971 (80.8%) of the 2,439 respondents gave the same good to very good rating to the regular on-campus registration process.

When rating matters concerning finance and administrative rules and procedures, students tend to be more critical in their evaluation. This is reflected in their ratings of "Financial Aid." Results of this year's survey indicate again a slight increase in students' overall approval rating with 1,242 (66.2%) of the 1,877 students indicating that the service they received was good to very good. Clearly, two-thirds of the students served by this office were satisfied with the services they received. However, while 11.3% replied with a poor or less response, 22.2% indicated that the service was average.

The "Petitions Committee" is another area that deals specifically with problems students may have with their records or with matters of attendance. A total of 974 (76.4%)

of the respondents indicated that their experiences with the committee were good to very good, while 18.4% or 235 respondents said their petitioning experiences were average.

Reviewing SFCC's "Billing/Fee Payments," a total of 1,678 (76.4%) of the students expressed a good to very good opinion, an increase of 3.2% in the positive response rate for the previous year. While 21.6% rated the service as average, less than four percent said the procedures were poor or less.

For the 2001-2002 study, three additional items were included for evaluation under the "Quality of Services" category. Santa Fe Little School offers developmental programs for children of college students while serving as an educational training sight for SFCC students pursuing a career in child care. Of the 598 students evaluating the "Little School/Child Services," 491 (82.1%) indicated that the services were good to very good. A total of 96 respondents (16.1%) felt the programs were average. The "Little School/Child Services" received the tenth highest positive rating in the survey.

The Veterans Affairs Office offers assistance to the former military personnel who are pursuing a program of study at the college. This year, a total of 691 students elected to evaluate "Veterans Services" which received the ninth highest positive rating in the survey. A total of 567 (82.1%) of the students felt the services they received were good to very good. While only 1.0% said the services were poor or less, 117 (16.9%) responded with an average rating.

To increase student retention and success rates, the college offers students tutoring in various academic areas. Of the 864 students evaluating this service, 665 (77.0%) indicated that the support service was good to very good, while 169, or slightly less that 20.0%, felt the tutoring services were average. Thirty students (3.4%) responded with poor or less.

ACADEMIC AND PERSONAL COUNSELING

The college offers students numerous counseling services to assist them in achieving their career and academic goals as well as dealing with problems of a personal nature they may encounter while attending SFCC. As with financial matters, academic counseling is an additional area which receives a more critical review by students. Of the 2,274 students that said they had used the service, 1,491 (65.6%) felt "Academic Advisement" was good to very good, while 581 (22.8%) indicated that the advisement they received was average. Advisement showed marked improvement over the previous year's results with a 3.5% increase in their positive rating and a 2.8% decrease in the negative response.

When registering at the college for the first time, all students are required to attend college orientation and meet with an academic advisor. Of the 1,675 students evaluating "College Orientation," 1,168 (70.5%) said they were satisfied with the service, rating it good to very good. A total of 435 (26.3%) felt the orientation process was average.

Rating the guidance they received concerning "Information on Courses and Programs," 1,388 (68.7%) of the 2,021 former students found the counseling to be good to very good, while 529 (26.2%) indicated the information given was average. Response rates for "Career Planning" assistance reveals a 65.0% good to very good rating and a 26.7% average approval. A total of 138 (8.3%) of the 1,633 respondents said the help received was poor or less.

The college's Disabilities Resources Center offers services to individuals with disabilities which assist them in accessing facilities and academic programs. Of the 720 students that indicated they had used the services, 565 (78.5%) rated the assistance as good to very good. While 141 (19.6%) indicated that the services were average, 2.0% rated the assistance as poor or less.

To assure the college attains its goal of providing access to all residents of both Alachua and Bradford counties, the "Work Exploration Center" offers services to students with disabilities, limited skills and undefined career goals. Of the 842 respondents rating the center, 626 (74.3%) felt the assistance they received was good to very good, while 21.4% said it was average. In the area of "Personal Counseling," 1,000 (69.3%) students expressed satisfaction rating the advisement they received as good to very good, an increase in the positive response rate of 5.4% over the previous year. A total of 316 (21.9%) said the counseling was average, while 129 (8.9%) rated it as poor or less.

In addition to the many academic and personal counseling opportunities, the college offers career and job placement services designed to provide students with assistance in counseling in career opportunities and in obtaining a job. A review of the "Job Placement" services reveals that seven of ten respondents (70.7%) rated the services as good to very good. While 22.5% felt the assistance received was average, 6.8% said the placement assistance was poor or less. An analysis of the "Career Exploration" services, which offers vocational assessment and career counseling services to students and the community, reveals that three-quarters (75.9%) of the respondents felt that the assistance they received was good to very good, while 19.7% indicated that the service experienced was average.

STUDENT ACTIVITIES

In order to promote a sense of community awareness and fellowship, Santa Fe strongly encourages student participation in various activities, including clubs and organizations, as well as team and intramural sports. In support of these functions, SFCC's Student Government serves as a liaison between the student body and the administration to promote student activities and enhance student life on campus. When rating "Student Government," 713 (66.2%) of the 1,077 students felt the organizations' services were good to very good. While 27.3% rated the function as average, 6.5% said it was poor or less.

The college also sponsors many clubs and organizations which encourage students' awareness and sense of community and promotes fellowship on campus. Students' opinions of the "Clubs-Academic" and "Clubs-Special Interest/Social" reveal that approximately seven of every ten students responding indicated that both categories of clubs were good to very good. Both areas received an identical average rating of 22.6%.

Two additional features of student activities available on campus are intercollegiate team sports (basketball for both men and women, men's baseball and women's fast-pitch softball) and intramural leisure-time sports. Of the 945 students rating the "Athletic Teams," 665 (70.4%) said the programs were good to very good, while 227 (24.0%) ranked them as average. Ratings for "Intramural" sports indicated that 592 (69.9%) of the 847 participants felt the activities were good to very good, while 22.2% said leisure-time sport offerings were average.

In addition to the direct support functions, the college offers many ancillary services which provide on-campus assistance to students such as the bookstore and food services. Students' review of the services offered by the "Bookstore" reveals a 71.2% good to very good approval rating by 1,619 of the 2,276 students that indicated they had used the facility. The average rating for the services was 24.2%, while 4.7% responded poor or less. In appraising the "Cafeteria," 1,221 (65.0%) of the 1,880 students responding said the service they received was good to very good. While 519 (27.6%) indicated the food service was average, 140 (7.5%) responded with a poor or less rating.

As a major service to assist international and multi-cultural students, the college offers many academic, social, and cultural activities designed to help these students in adjusting to life at SFCC. Of the 874 students rating the

"Multi-Cultural/Ethnic Diversity Activities" they experienced, 610 (69.8%) expressed satisfaction rating the services as good to very good. While one in four of the respondents (24.8%) said the services were average, 5.4% responded with a poor or less opinion.

Students' overall response to "Student Activities in General" continues to reveal satisfaction for the multiple clubs, organizations, and extra curricula activities available to them at SFCC. A total of 860 (66.5%) of the 1,293 respondents rated the overall activities as good to very good, while 354 (27.9%) rated the activities as average.

PERSONAL SAFETY

Areas of personal safety continue to reflect an overall concern among the student population as with society in general. Despite the college's record of maintaining a safe campus, students continue to voice concerns relating to "Overall Campus Security." Of the 2,256 expressing their opinions about safety on campus, 1,404 (62.3%) indicated that the security was good to very good, an increase of approximately 3.0% over the previous year's total. While one-third (32.3%) of the students rated the security as average, 124 (5.5%) responded with a poor or less rating.

A crucial element necessary in maintaining a secure campus environment is the "Police Assistance" available to students. Responses to this year's study indicate a 2.2% increase in students' level of satisfaction. Of the 1,815 students evaluating the assistance they received, 1,244 responded with a good to very good opinion. A total of 425 (23.4%) said the police aid was average, while 146 (8.0%) indicated the help was poor or less.

Lighting and parking are two additional factors which are of major significance to students in providing a safe campus atmosphere. Due to major construction on campus during this reporting period, "Campus Parking" received the highest negative rating among the items surveyed. Of the 2,401 students responding, 1,206 (50.2%) rated the parking situation as poor to very poor. Students expressed additional concerns with "Campus Lighting" which received the second most negative rating. While only 1,276 (56.0%) of the 2,278 students felt that the lighting provided on the campus was good to very good, 704 (30.9%) indicated that the lighting was average. A total of 298 (13.1%) responded with a poor or less opinion.

In closing, students were asked to express their opinions of the preparation they received for their current activities and if they would recommend the college to their friends. Based on the responses to both questions, it appears that the college is continuing to provide quality services which meets the needs of our students and the community in general. When asked, "Are you satisfied with the preparation you received at SFCC for continuing your education or for further employment?" 97.0% of the 2,477 students responding said "yes," while only 74 (3.0%) responded "no."

The most cogent endorsement of overall student satisfaction with their total experience at SFCC is revealed in the response to the final question on the survey. When asked "Would you recommend Santa Fe to your friends?" a total of 2,405 (97.4%) of the 2,468 former students replied "yes."

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